

R E P O R T R E S U M E S

ED 020 649

EF 001 991

PROJECTIONS OF PUBLIC SCHOOL FACILITIES NEEDS, 1968-69
THROUGH 1972-73.

BY- HYLECRAINE, WALTER E. AND OTHERS
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

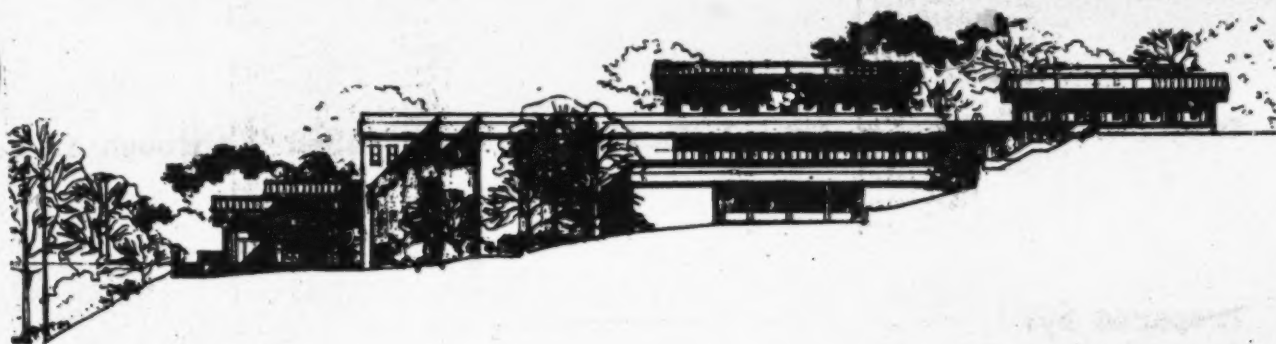
PUB DATE MAY 68

EDRS PRICE MF-\$0.25 HC-\$0.72 16P.

DESCRIPTORS- *COMMUNITY INVOLVEMENT, *EQUIPMENT PROJECTIONS,
*FACILITY GUIDELINES, *INTEGRATED PUBLIC FACILITIES, *SCHOOL
PLANNING, CENSUS FIGURES, EDUCATIONAL DEMAND, JUNIOR
COLLEGES, PUBLIC SCHOOLS, SITE DEVELOPMENT, OFFICE OF
CONSTRUCTION SERVICE

THE INTRODUCTION STRESSES THE CAPITAL AND OPERATING COST
SAVING POSSIBILITIES IN MAKING JOINT USE OF SITES AND
FACILITIES WITH PRIVATE ENTERPRISES AND/OR MUNICIPAL, STATE,
AND FEDERAL AGENCIES. ADDITIONAL EDUCATIONAL BENEFITS THROUGH
INVOLVEMENT OF COMMUNITY (PRIVATE AND PUBLIC) LEADERS AND
INSTITUTIONS IN THE EDUCATIONAL PROCESS ARE STRESSED.
PROJECTION COVERS NEEDED FACILITIES FROM PRESCHOOL THROUGH
JUNIOR COLLEGE LEVELS UP TO 1973. FACILITIES NEEDS
PROJECTIONS BEYOND 1973 WILL BE FORTHCOMING AFTER 1970
CENSUS. MAJOR NEEDS CLASSIFICATIONS ARE BY URBAN, SUBURBAN,
AND RURAL, THEN BY PRESCHOOL, ELEMENTARY, SECONDARY, AND
JUNIOR COLLEGE CLASSIFICATIONS. SUBCLASSIFICATION IS BY NEEDS
OF DISADVANTAGED, HANDICAPPED, VOCATIONAL, AND GENERAL.
TABLES OF PRESENT AND PROJECTED ENROLLMENTS, FACILITIES,
CLASSROOMS, AND SQUARE FOOT NEEDS ARE ATTACHED. (PR)

FILMED FROM BEST
AVAILABLE COPY



U.S. Office of Education

Construction Service

ED020649

PROJECTIONS

of

PUBLIC SCHOOL FACILITIES NEEDS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

MAY 1968

EF001991

Projections of Public School Facilities Needs, 1968-9 through 1972-3

Prepared by:

**Task Force on "Public School Facilities Needs" under the direction of
Walter E. Mylecraine, Assistant Commissioner, Office of Construction
Service.**

**Aaron M. Feirson, Chairman
Office of Construction Service
Division of Facilities Development**

**Robert C. Hall
Bureau of Higher Education**

**Penrose Jackson
Office of Program Planning and Evaluation**

**Michael Russo
Bureau of Adult, Vocational and Library Programs**

**Kenneth A. Simon
National Center for Educational Statistics**

**William L. Stormer
Bureau of Elementary and Secondary Education**

**U.S. Department of Health, Education and Welfare
Wilbur J. Cohen, Secretary**

**Office of Education
Harold Howe II, Commissioner**

INTRODUCTION

In response to growing demand for data on educational facility needs, a working group was formed within the Office of Education, Department of Health, Education and Welfare, to develop a comprehensive estimate covering the next five year period (through June, 1973). The time span was limited to five years in anticipation of a more meaningful National data base being available one or two years after the 1970 Census. Figures are given for needed facilities from pre-school through the Junior Community College level (grades 13 and 14), by population distribution (urban, suburban and rural) by each educational level and by special groups.

The dry statistics do not reflect growing public demand for community service programs housed jointly with educational facilities or private developments. Interesting options of joint use and funding of educational plant with private sector sources do not surface from columns of statistical enumeration. Therefore, a series of suggestions follows as prelude to the data:

- a. Scarce land and high land values are common obstacles to providing new or expanded educational facilities. In such cases, consideration can be given to "combined occupancy", i.e., school facilities built into private or public housing projects or into commercial or public office buildings. In effect, private/public arrangements provide cost-shared (or even free) sites for schools, and produce tax revenues from land which would normally be tax-exempt. These approaches often offer additional economy through dual utilization of space, such as meeting rooms, open spaces, playgrounds, etc.--and a challenging opportunity to interweave the pupil-teacher-parent-community relationship in new ways.
- b. Utilization of air rights over railroad rights-of-way, public facilities, shopping centers and highways is a related approach, involving the creation of new real estate. Where local jurisdictions provide capital outlay, and perhaps lease non-school portions of construction to private interests, the arrangement can produce rental income as well as tax revenue to meet costs of the local educational program.
- c. Many neighborhoods are characterized by economic and cultural blight owing to single-purpose use of railroads and highways that might be developed (or redone) in multi-purpose fashion to restore wholeness to communities segmented by the transport intrusions.
- d. Suburban communities might well consider the advantages of lower-cost construction, tax-base preservation and increased tax income that can arise from multiple-use development of educational with shopping or light industry construction.

- e. Mixes of Federal (HUD, HEW, Interior, Agriculture, DOT, FAA, OED, Labor) and state support money flows are frequently possible at the local level. Libraries, employment training centers, health centers, day care centers, museums, art galleries, civic auditoriums, police and fire stations—all offer opportunity to lower public capital and operating costs, frequently with by-product enrichment of educational environment. Such "community school" decisions can contribute: (1) more widespread utilization of educational facilities all too often locked up during evenings, weekends, summertime; (2) common physical grounds for involving the community's people with its public leadership; (3) convenient forum for searching out interrelated solutions to problems of physical environment, emotional and moral community health, educational achievement.
- f. Suitable non-school facilities can be sought out as alternatives to school construction, often as substitutes for features of school construction that have hitherto been created in isolation as to the balance of community facilities. Examples might include rental of industrial shops and laboratory space, museum and art galleries, suitably designed movie theatres, modern restaurant plants. Such uses serve to lower costs and deliver significant profits of community value through integration of community life.
- g. Elementary and secondary level facilities can very usefully be devised in conjunction with community college, vocational-technical institute and university level educational services.

PROJECTIONS OF PUBLIC SCHOOL FACILITIES NEEDS

Highlights

- An important consideration in projecting need data is the fact that public elementary and secondary school construction in recent years has done little more than keep pace with the urgent demand for facilities created by enrollment increases.
- Data reflect the growing emphasis upon public preschool education, particularly for the disadvantaged.
- Projections account for the substantial progress made in school design concepts which provide flexible learning and teaching areas while requiring less gross square feet of space per student.

Additional Facilities Needed (In thousands)

Preschool

Student Stations
Gross Square Feet
Classrooms

Backlog 1967-68	1968-9 to 1972-73	Total
-	2,165	2,165
-	129,900	129,900
-	108.2	108.2

Elementary/Secondary

Student Stations
Gross Square Feet
Classrooms

12,208	4,514	16,722
938,000	402,500	1,340,500
519.3	251.2	770.5

Junior/Community College

Student Stations
Gross Square Feet

357	337	694
42,788	40,440	83,228

A student station is defined as a satisfactory gross building area for one student as set forth in the following square footages for each educational level. In deriving gross square feet needs, account was taken of the data collected over a period of years by SAFA and the Bureau of Higher Education which reveal that at the elementary, secondary and junior/community college levels square feet provided per student were 70, 115, and 120 respectively. It is reasonable to assume that these traditional space requirements would be reduced by as much as 15% through the growing use of modern school design concepts to provide flexible learning and teaching spaces in the form of large open areas with movable or demountable partitions. For this reason, the statistical tables reflect a 15% reduction from traditional square footages per student to provide more meaningful projections of future facilities needs.

Classroom projections were based upon the following pupil/room ratios:

PUPIL/ROOM RATIOS

	<u>Elementary</u>	<u>Secondary</u>
Disadvantaged	20	15
Handicapped	10	10
Vocational	--	15
General	25	20

Other assumptions as well as methodology with respect to backlog and enrollments are stated below.

Assumptions and Methodology

1. Backlog - The facilities backlog for the 1967 base year was computed by employing the findings contained in the O.E. survey, "Condition of Public School Plants, 1964-65" with respect to the following elements:
 - (a) Achieve the median pupil class sizes: 27.4 elementary and 27.5 secondary.
 - (b) Eliminate makeshift classrooms.
 - (c) Replace facilities with four or more site or building defects.
 - (d) Improve pupil/room ratios from those in (a) above to 25 elementary and 20 secondary for general student population.

*School Assistance to Federally Affected Areas

2. Enrollments

(a) Urban, Suburban and Rural

Census definitions of population distribution for urban, suburban, and rural areas were employed. The distribution of total enrollment between suburban and rural areas was based upon Bureau of Census estimates of population between 1960 and 1966. Enrollment was permitted to change between 1967 and 1972 by the same percentage change between 1960 and 1966. Urban enrollment was permitted to increase six-tenths of one percent annually between 1967 and 1972.

It was assumed that net migration will be significant for suburban areas and that growth in urban places will be minor with net losses in rural areas. As a percent of total enrollment, suburban growth was projected to increase 6% from 1966 to 1972 with urban enrollment remaining stable and the rural area declining 5%. Central Cities represent 95% of total urban enrollment.

Preschool

Preschool needs are projected to reflect assumptions about total enrollments in 1972 of 3 and 4 year olds—100% of the disadvantaged group population plus 30% of the remaining 3 and 4 year olds. An additional 20% of the 5 year old population was added to the preschool group to account for those children who are not expected to attend regularly organized public school kindergarten classes. Needs also reflect the assumption that those preschoolers in the disadvantaged group will attend full sessions, whereas the other preschool groups will attend half-day sessions. The assumption of full sessions for the disadvantaged creates an option open to those mothers of economically deprived families who wish to work and thereby augment family income. Moreover, it is recognized that early learning and development in a school environment, particularly for the deprived child, is an enriching experience which may be critical to later successful school achievement.

(c) Elementary

Elementary school enrollments from 1968 to 1972 were assumed to include about 65% of all 5 year olds (excludes 15% not in public schools); all public school children in grades 1 through 6; and 40% of all public 7th and 8th grade pupils.

(d) Secondary

Projected secondary school enrollments from 1967 to 1972 were assumed to include about 60% of all public 7th and 8th grade pupils; and all public school pupils in grades 9 through 12. It all includes a factor to reflect increased holding power. Holding power was increased from 77% for the 4 year period 1962 through 1966 to 84% for the projected 4 year period 1969 through 1973.

(e) Selected Groups

- (1) Disadvantaged - Based upon 5-17 year old population in families with less than \$3,000 annual income (1959 Census data) plus same age group in AFDC^{*} families with more than \$3,000 income (1967, HEW). It is noted that 1959 income is the latest available Census county information.
- (2) Handicapped - Assumed 10% of enrollment for each level of education except for 13 and 14.
- (3) Vocational - Separate projections for vocational facilities were based on an 8% ratio of secondary school vocational teachers to total secondary school teachers.
- (4) General - Represents the remaining enrollment after deducting enrollment for the selected groups (items 1, 2, and 3).

* Assistance to Families with Dependent Children

Table 1. Fall enrollment in regular public elementary and secondary schools and in public pre-school programs by level, region and type: 1967 to 1972

Year	TOTAL					URBAN					SUBURBAN					RURAL					
	Total	Pre-school	Elementary	Secondary	Total	Pre-school	Elementary	Secondary	Total	Pre-school	Elementary	Secondary	Total	Pre-school	Elementary	Secondary	Total	Pre-school	Elementary	Secondary	
1967	44,287	400	27,381	16,506	16,386	148	10,131	6,107	15,058	136	9,310	5,612	12,843	116	7,940	4,787					
	6,421	58	3,970	2,393	2,376	21	1,469	886	2,183	20	1,349	814	1,862	17	1,151	694					
	4,428	40	2,738	1,651	1,638	14	1,013	611	1,506	14	931	561	1,285	12	794	479					
	1,320	---	---	1,320	489	---	---	489	449	---	---	---	383	---	---	383					
	32,117	302	20,673	11,142	11,883	113	7,649	4,121	10,920	102	7,030	3,788	9,313	87	5,995	3,231					
1968	45,781	1,100	27,522	17,159	16,737	402	10,062	6,273	16,115	387	9,688	6,040	12,929	311	7,772	4,846					
	6,688	209	3,991	2,488	2,445	76	1,452	910	2,355	74	1,405	876	1,889	59	1,127	703					
	4,578	110	2,752	1,716	1,673	40	1,006	627	1,612	39	969	604	1,293	31	777	485					
	1,373	---	---	1,373	502	---	---	502	483	---	---	---	388	---	---	388					
	33,142	781	20,779	11,582	12,117	286	7,597	4,234	11,665	274	7,314	4,077	9,359	221	5,868	3,270					
1969	46,983	1,706	27,510	17,773	17,050	617	9,991	6,442	17,055	617	9,986	6,452	12,878	466	7,533	4,879					
	6,964	398	3,989	2,577	2,528	145	1,449	934	2,528	144	1,448	936	1,908	109	1,092	707					
	4,698	170	2,751	1,777	1,705	62	999	644	1,705	61	999	645	1,288	47	753	488					
	1,422	---	---	1,422	515	---	---	515	516	---	---	---	390	---	---	390					
	33,899	1,132	20,770	11,998	12,302	410	7,543	4,349	12,306	412	7,539	4,355	9,292	310	5,688	3,294					
1970	47,933	2,300	27,319	18,314	17,365	833	9,903	6,629	17,975	862	10,245	6,868	12,593	605	7,171	4,817					
	7,259	642	3,961	2,656	2,629	232	1,436	961	2,723	261	1,486	996	1,907	169	1,040	698					
	4,793	230	2,732	1,831	1,736	83	990	663	1,798	87	1,024	687	1,259	60	717	482					
	1,465	---	---	1,465	530	---	---	530	549	---	---	---	385	---	---	385					
	34,416	1,428	20,626	12,362	12,470	518	7,477	4,475	12,905	534	7,735	4,636	9,042	376	5,414	3,252					
1971	48,679	2,900	26,918	18,861	17,684	1,053	9,779	6,852	18,789	1,119	10,390	7,280	12,206	728	6,749	4,729					
	7,575	937	3,903	2,735	2,752	340	1,418	994	2,925	362	1,507	1,056	1,900	235	979	686					
	4,868	270	2,692	1,886	1,768	105	978	685	1,879	112	1,039	728	1,221	73	675	473					
	1,509	---	---	1,509	548	---	---	548	582	---	---	---	378	---	---	378					
	34,727	1,673	20,323	12,731	12,616	608	7,383	4,625	13,403	645	7,844	4,914	8,707	420	5,095	3,192					
1972	49,287	3,500	26,466	19,321	18,008	1,277	9,503	7,228	19,616	1,393	10,533	7,690	11,663	830	6,430	4,403					
	7,927	1,287	3,838	2,802	2,896	470	1,378	1,048	3,154	512	1,527	1,115	1,875	305	932	638					
	4,929	350	2,647	1,932	1,861	128	950	723	1,961	139	1,053	769	1,166	83	643	440					
	1,546	---	---	1,546	578	---	---	578	615	---	---	---	352	---	---	352					
	34,885	1,863	19,981	13,041	12,733	679	7,175	4,879	13,886	742	7,953	5,191	8,270	442	4,835	2,973					

Note: Detail may not add due to rounding.

May 1968

Table 2. Facilities available and facilities needed for current backlog: 1967-68

	TOTAL			URBAN			SUBURBAN			RURAL		
	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary
I. Base year - facilities available (classrooms)												
Total	1,709,000	1,085,000	624,000	564,000	358,100	205,900	547,000	347,300	199,700	598,000	379,700	218,300
Disadvantaged	264,000	167,600	96,400	87,100	55,300	31,800	84,500	53,700	30,800	92,400	58,700	33,700
Handicapped	219,000	139,100	79,900	72,300	45,900	26,400	70,100	44,500	25,600	76,400	48,700	28,000
Vocational	69,000	---	49,000	16,200	---	16,200	15,700	---	15,700	17,200	---	17,200
General	1,177,000	778,300	398,700	388,400	256,900	131,500	376,700	249,100	127,600	412,000	272,300	139,400
II. Facilities needed to eliminate current backlog												
Total	519,300	277,100	242,200	161,200	74,700	86,600	138,800	70,800	68,000	219,300	131,600	87,700
To achieve median 27/27	98,300	58,800	39,500	40,700	21,400	19,300	28,300	18,100	10,200	29,300	19,300	10,000
To eliminate makeshift	40,000	27,000	13,000	14,300	9,700	4,700	12,800	8,600	4,200	12,900	8,700	4,200
To improve program 25/20	187,000	61,300	125,700	70,100	19,400	50,700	61,100	19,600	41,500	55,800	22,300	33,500
To replace 4 or more defects	194,000	130,000	64,000	36,100	24,200	11,900	36,600	24,500	12,100	121,300	81,300	40,000
III. Backlog												
Total	519,300	277,100	242,200	161,200	74,700	86,600	138,800	70,800	68,000	219,300	131,600	87,700
Disadvantaged	85,500	44,300	41,200	26,700	12,000	14,700	22,900	11,300	11,600	36,000	21,100	14,900
Handicapped	99,400	58,200	41,200	30,400	15,700	14,700	26,400	14,900	11,600	42,500	27,600	18,900
Vocational	21,800	---	21,800	7,800	---	7,800	6,100	---	6,100	7,900	---	7,900
General	312,600	174,600	138,000	96,300	47,000	49,400	83,400	44,600	38,700	132,900	82,900	50,000

Detail may not add due to rounding.

May 1968

Table 3. Summary of total classrooms available and projected by type and by year assuming continuation of past performance

	Total (1)	Elementary (2)	Secondary (3)	Combined (4)	Not Reported (5)
1962 inventory	1,500,916	770,128	437,882	282,937	9,970
1964-65 condition study	1,550,000	793,000	470,000	288,000	—
Assignment of combined (4)	—	192,096 ^{1/}	95,904 ^{1/}	—	—
New base	1,550,000	985,096	565,904	—	—
Fall survey 1964	(1,549,000)	—	—	—	—
Completions	72,600	46,101	26,499	—	—
Abandoned	17,700	11,240	6,460	—	—
Net available 1965-66	1,604,900	1,019,957	585,943	—	—
1965-66 (rounded)	<u>1,600,000</u>	<u>1,020,000</u>	<u>580,000</u>	—	—
Fall survey 1965	(1,595,343)	—	—	—	—
Completions	71,000	45,068	25,915	—	—
Abandoned	24,000	15,240	8,760	—	—
Net available 1966-67	1,647,000	1,049,845	597,155	—	—
1966-67 (rounded)	<u>1,647,000</u>	<u>1,050,000</u>	<u>597,000</u>	—	—
Fall survey 1966	(1,653,455)	—	—	—	—
Completions	73,000 ^{2/}	—	—	—	—
Abandoned	20,000 ^{2/}	—	—	—	—
Net available 1967-68	1,709,000	1,085,000	624,000	—	—

^{1/} Elementary = 66.7% Secondary = 33.3%

^{2/} Adjusted assumed completions and abandonments to bring total figure nearer that of fall survey.

Detail may not add due to rounding.

May 1968

Table 4. Student stations needed to overcome unsatisfactory facilities and accommodate growth by level, region, and type: 1961-68 to 1972-73
(in thousands)

Year	TOTAL				URBAN				SUBURBAN				RURAL			
	Total	Pre-school	Elementary	Secondary	Total	Pre-school	Elementary	Secondary	Total	Pre-school	Elementary	Secondary	Total	Pre-school	Elementary	Secondary
1967-68																
Total	12,208	---	7,066	5,142	3,793	---	1,916	1,877	3,250	---	1,814	1,436	5,165	---	3,316	1,829
Disadvantaged	2,004	---	1,130	874	625	---	306	319	534	---	290	244	845	---	534	311
Handicapped	2,358	---	1,484	874	721	---	402	319	625	---	381	244	1,012	---	701	311
Vocational	463	---	---	463	169	---	---	169	129	---	---	129	165	---	---	165
General	7,384	---	4,452	2,932	2,277	---	1,207	1,070	1,962	---	1,143	819	3,145	---	2,102	1,043
1968-69																
Total	1,457	426	378	653	321	155	---	166	958	152	378	428	178	119	---	59
Disadvantaged	302	151	56	95	79	55	---	24	172	54	56	62	51	42	---	9
Handicapped	138	35	38	65	29	13	---	16	93	12	38	43	16	10	---	6
Vocational	52	---	---	52	13	---	---	13	34	---	---	34	5	---	---	5
General	965	240	284	441	200	87	---	113	659	86	284	289	106	67	---	39
1969-70																
Total	1,307	395	298	614	311	142	---	169	860	150	298	412	136	103	---	33
Disadvantaged	320	189	43	88	93	69	---	24	173	70	43	60	54	50	---	4
Handicapped	91	30	---	61	28	11	---	17	82	11	30	41	11	8	---	3
Vocational	78	---	30	48	13	---	---	13	33	---	---	33	2	---	---	2
General	818	176	225	417	177	62	---	115	572	69	225	278	69	43	---	24
1970-71																
Total	1,284	422	259	603	339	152	---	187	846	171	259	416	99	99	---	---
Disadvantaged	369	244	38	87	114	87	---	27	195	97	38	60	60	60	---	---
Handicapped	116	30	25	61	30	11	---	15	80	13	25	42	6	6	---	---
Vocational	48	---	---	48	15	---	---	15	33	---	---	33	---	---	---	---
General	751	148	196	407	180	54	---	126	538	61	196	281	33	33	---	---
1971-72																
Total	1,227	447	145	635	387	164	---	223	746	189	145	412	94	94	---	---
Disadvantaged	409	295	21	93	141	108	---	33	202	121	21	60	66	66	---	---
Handicapped	108	30	15	63	33	11	---	22	69	13	15	41	6	6	---	---
Vocational	51	---	---	51	18	---	---	18	33	---	---	33	---	---	---	---
General	659	122	109	428	195	45	---	150	442	55	109	278	22	22	---	---
1972-73																
Total	1,404	475	143	786	552	176	---	376	766	213	143	410	86	86	---	---
Disadvantaged	483	350	20	113	184	130	---	54	229	150	20	59	70	70	---	---
Handicapped	123	30	14	79	49	11	---	38	69	14	14	41	5	5	---	---
Vocational	63	---	---	63	30	---	---	30	33	---	---	33	---	---	---	---
General	735	95	109	531	289	35	---	254	435	49	109	277	11	11	---	---

Detail may not add due to rounding.

May 1968

Table 5. Classrooms needed to overcome unsatisfactory facilities and accommodate growth by level, region, and type: 1967-68 to 1972-73

Year	TOTAL				URBAN				SUBURBAN				RURAL			
	Total	Pre-school	Elementary	Secondary	Total	Pre-school	Elementary	Secondary	Total	Pre-school	Elementary	Secondary	Total	Pre-school	Elementary	Secondary
1967-68																
Total	519,300	---	277,100	242,200	161,200	---	74,700	86,600	138,800	---	70,800	68,000	219,300	---	131,400	87,700
Disadvantaged	85,500	---	44,300	41,200	26,700	---	12,000	14,700	22,900	---	11,300	11,600	36,000	---	21,100	14,900
Handicapped	99,400	---	58,200	41,200	30,400	---	15,700	14,700	26,400	---	14,900	11,600	42,500	---	27,100	14,900
Vocational	21,800	---	---	21,800	7,800	---	---	7,800	6,100	---	---	6,100	7,900	---	---	7,900
General	312,600	---	176,600	138,000	96,300	---	47,000	49,400	83,400	---	44,600	38,700	132,900	---	82,900	50,000
1968-69																
Total	76,950	20,650	18,000	38,300	17,230	7,530	---	9,700	50,440	7,340	18,000	25,100	9,280	5,780	---	3,500
Disadvantaged	16,650	7,550	2,800	6,300	4,350	2,750	---	1,600	9,600	2,700	2,800	4,100	2,700	2,100	---	600
Handicapped	13,800	3,500	3,800	6,500	2,900	1,300	---	1,600	9,300	1,200	3,800	4,300	1,600	1,000	---	600
Vocational	3,500	---	---	3,500	900	---	---	900	2,300	---	---	2,300	300	---	---	100
General	43,000	9,600	11,400	22,000	9,080	3,480	---	5,600	29,240	3,440	11,400	14,400	4,680	2,680	---	2,000
1969-70																
Total	69,790	19,490	14,200	36,100	17,030	7,030	---	10,000	45,760	7,360	14,200	24,200	7,000	5,100	---	1,900
Disadvantaged	17,550	9,450	2,200	5,900	5,050	3,450	---	1,600	9,700	3,500	2,200	4,000	2,800	2,500	---	100
Handicapped	12,100	3,000	3,000	6,100	2,800	1,100	---	1,700	8,200	1,100	3,000	4,100	1,100	800	---	300
Vocational	3,200	---	---	3,200	900	---	---	900	2,200	---	---	2,200	100	---	---	100
General	36,940	7,040	9,000	20,900	8,280	2,480	---	5,800	25,660	2,760	9,000	13,900	3,000	1,800	---	1,200
1970-71																
Total	68,640	21,120	12,120	35,400	18,610	7,610	---	11,000	45,110	8,590	12,120	24,400	4,920	4,920	---	---
Disadvantaged	19,900	12,200	1,900	5,800	6,150	4,350	---	1,800	10,750	4,850	1,900	4,000	3,000	3,000	---	---
Handicapped	11,600	3,000	2,500	6,100	3,000	1,100	---	1,900	8,000	1,300	2,500	4,200	600	600	---	---
Vocational	3,200	---	---	3,200	1,000	---	---	1,000	2,200	---	---	2,200	---	---	---	---
General	33,940	5,920	7,720	20,300	8,460	2,160	---	6,300	24,160	2,440	7,720	14,000	1,320	1,320	---	---
1971-72																
Total	66,830	22,630	6,900	37,300	21,400	8,300	---	13,100	40,650	9,550	6,900	24,200	4,780	4,780	---	---
Disadvantaged	21,950	14,750	1,000	6,200	7,600	5,400	---	2,200	11,050	6,050	1,000	4,000	3,300	3,300	---	---
Handicapped	10,800	3,000	1,500	6,300	3,300	1,100	---	2,200	6,900	1,300	1,500	4,100	600	600	---	---
Vocational	3,400	---	---	3,400	1,200	---	---	1,200	2,200	---	---	2,200	---	---	---	---
General	30,680	4,880	4,400	21,400	9,300	1,800	---	7,500	20,500	2,200	4,400	13,900	880	880	---	---
1972-73																
Total	77,200	24,300	6,800	46,100	31,100	9,000	---	22,100	41,660	10,860	6,800	24,000	4,440	4,440	---	---
Disadvantaged	26,000	17,500	1,000	7,500	10,100	6,500	---	3,600	12,400	7,500	1,000	3,900	3,500	3,500	---	---
Handicapped	12,300	3,000	1,400	7,900	4,900	1,100	---	3,800	6,900	1,400	1,400	4,100	500	500	---	---
Vocational	4,200	---	---	4,200	2,000	---	---	2,000	2,200	---	---	2,200	---	---	---	---
General	34,700	3,800	4,400	26,500	14,100	1,400	---	12,700	20,160	1,960	4,400	13,800	440	440	---	---

Detail may not add due to rounding.

May 1968

Table 6. Number of square feet needed to overcome unsatisfactory facilities and accommodate growth by level, region, and type: 1967-68 to 1972-73

(in thousands)

Year	TOTAL				URBAN				SUBURBAN				RURAL			
	Total	Pre-school	Elementary	Secondary	Total	Pre-school	Elementary	Secondary	Total	Pre-school	Elementary	Secondary	Total	Pre-school	Elementary	Secondary
1967-68	938,000	---	423,800	514,200	302,700	---	115,000	187,700	252,400	---	108,800	143,600	382,900	---	200,000	182,900
1968-69	113,560	25,560	22,700	65,300	25,900	9,300	---	16,600	74,620	9,120	22,700	42,800	13,040	7,140	---	5,900
1969-70	103,000	23,700	17,900	61,400	25,420	8,520	---	16,900	68,100	9,000	17,900	41,200	9,480	6,180	---	3,300
1970-71	101,120	25,320	15,500	60,300	27,820	9,120	---	18,700	67,360	10,260	15,500	41,600	5,940	5,940	---	---
1971-72	99,020	26,820	8,700	63,500	32,140	9,840	---	22,300	61,240	11,340	8,700	41,200	5,640	5,640	---	---
1972-73	115,700	28,500	8,600	78,600	48,160	10,560	---	37,600	62,380	12,780	8,600	41,000	5,160	5,160	---	---

Detail may not add due to rounding.

May 1968

Table 7. Public two year colleges and technical institutes -
projected total enrollments, square feet available and needed

Year	Student Enrollment 1/ (000's)	Enrollment Increment (000's)	Area Increment 2/ (000's)	total Gross Area Needs 2/ (000's)	Est. Gross Area Available 3/ (000's)
1	2	3	4	5	6
1967-68	1,092	--	42,788	131,040	88,252
1968-69	1,176	84	10,080	141,120	97,208
1969-70	1,224	48	5,760	146,880	105,587
1970-71	1,290	66	7,920	154,800	114,195
1971-72	1,357	67	8,040	162,840	121,077
1972-73	1,429	72	8,640	171,480	127,994

1/ FTE degree credit plus 2-year terminal students - Tables 6 and 9, Projections of Educational Statistics to 1976-77.

2/ Based on conservative instructional facility planning standard of 120 sq. ft. per junior college student.

3/ Based on gross available area per DCP (interim assessment) for FY 1967--multiplied by ratio of junior college enrollment (Sec. (a)) to total FTE enrollment per DCP (interim assessment) - corrected by 80% to show ratio of area available to junior college students relative to all other students (vis. 120/150) - adjusted by 15% to allow for facilities unsatisfactory and not suited for rehabilitation.

Detail may not add due to rounding.

May 1968

Table 8. Public two year colleges and technical institutes - gross square feet needs distributed by assumed proportions assignable to rural, suburban and urban areas for academic years 1968-1973 (Assumes 15% of area gap rural area; 40% suburban; 45% urban)

Year 1	Additional Gross Square Feet Needed (000's)			
	Total $\frac{1}{2}$	Rural 3	Suburban 4	Urban 5
1967-1968	42,788	6,418	17,115	19,255
1968-1969	10,080	1,512	4,032	4,536
1969-1970	5,760	864	2,304	2,592
1970-1971	7,920	1,188	3,168	3,564
1971-1972	8,040	1,206	3,216	3,618
1972-1973	8,640	1,296	3,456	3,888

$\frac{1}{2}$ Values taken from Table 7, Col. 4.

Detail may not add due to rounding.
May 1968

OE-X
EF

FROM:

ERIC FACILITY

SUITE 601

1735 EYE STREET, N. W.

WASHINGTON, D. C. 20006